

Answer Document Supplement MME Day 1—Spring 2013

Overview

This document is designed to provide schools with guidance about additional information that may be required to be submitted on a student's ACT answer document. It also includes instruction about collecting state-specific information from your school and/or students.

The instructions below are in addition to those provided in the Supervisor's Manual(s). If these directions are not followed, results from your school are at risk of being inaccurately reported on student, school, and accountability reports; and may prevent students from being included in files that are shared with the state for the purpose of scholarship opportunities.

Student Transfers

Follow the guidelines listed below for students who are transferring:

If a student transfers ...	Then ...
In during the time of testing, already started testing at the former school, or is too late to start testing at the new school	<ul style="list-style-type: none"> Do not submit an answer document.
Out during the time of testing or before the pre-test session and had not yet started testing	<ul style="list-style-type: none"> Do not submit an answer document. Discard the barcode label <p><i>If such a student completed any pre-test portions of an answer document, securely destroy that answer document.</i></p>

Block C – Social Security Number

Provision of the student's Social Security number is optional. ACT will not add this information later to the state's file. Please do not place any other number in this block.

Block K – ACT High School Code

Disregard the instructions for High School Code (Block K) in the "Completing the Non-test Portions Before Test Day" section of the Supervisor's Manual. Use the following instructions instead:

- This section should only be completed for home-schooled students who participate in the MME at your school. Enter and fill in the ovals 969-999 in Block K. These student scores will not be included in the scores for your school.
- Leave Block K blank for all other students.

(MI) Blocks I and J – Grade Level and Year of Graduation

ACT has pre-gridded the Grade Level in Block I and the Year of Graduation in Block J on the front page of the answer document. Please disregard. ACT will use the grade level from the student barcode label for all students. (Your eligible grade 12 students will be correctly reported in grade 12 if the grade level is correct on the student barcode label.)

(MI) Block M – College Planning / Reporting Scores

Please inform students that their ACT scores from the MME will automatically be provided to the state of Michigan. They do not need to use code 2076 – State of Michigan Scholarship Program – as one of their four score reporting choices.

Block S – Local Student ID Number

This field is not required for MME reporting. Its use is strictly for ACT electronic reporting sent to your school. If your school or district has assigned each student a local ID number of up to ten digits, and you wish to receive that number on electronic output to ease in matching records after testing, you may use this block for this purpose. Write the local ID number in the boxes and fill in the corresponding ovals. If the local ID number has fewer than ten digits, it will be reported as ten digits with leading zeros added. Do not enter a SASID number in Block S.

(MI) Block U – State Assigned Student ID Number

This block is not used in Michigan for the MME.



Barcode Labels

Each ACT Day 1 answer document submitted for scoring must have a student barcode label affixed in the designated box on the back page of the answer document. Barcode labels are used to match a student's MME Day 1, Day 2, and Day 3 answer document to derive their MME subject scores. Your school will be charged a **\$50 processing fee** by the Michigan Department of Education for **each** answer document returned for processing without a barcode label.

What to Grid on the Answer Document

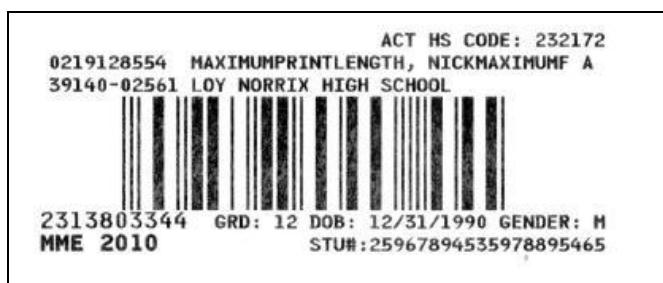
Whether or not a barcode label is present, students must still grid ALL of the identifying information (e.g., name, address, etc.) on the front and back pages of their answer document during the pre-test session. If this is not done accurately and completely, the student's ACT score report may be undeliverable.

If a label isn't present, school staff must also grid the SASID into Block U (labeled "State-Assigned Student ID Number") of the answer document.

Note: It is recommended that you complete the pre-test session as soon as possible.

Sample Barcode Label

A sample barcode label is shown below, as well as the area to affix it on the back page of the answer document.



Using the Labels

For each label you receive:

If the SASID number is ...	Then ...
Correct	<ul style="list-style-type: none"> Affix the label on the back page, lower right corner of the ACT State Testing answer document. Look for the shaded area marked "BARCODE LABEL PLACEMENT" (sample shown above). <i>Important! Do not place the label on the front page or in any other location on the answer document.</i>
Incorrect	<ul style="list-style-type: none"> Securely destroy the label. Manually grid the correct SASID on the back page in Block U.

If there are questions about a specific SASID number, contact your school district's information systems director or data manager. ACT cannot answer specific questions about a student's SASID number.

Replacement Answer Documents

If a student needs a replacement answer document for any reason, go to the BAA Secure Site to locally print a new label for the replacement answer document.

The student must complete ALL of the identifying information (e.g., name, address, etc.) on the front and back page of their answer document and grid the corresponding ovals.

Block V – School Use Only—State Questions

The state agency has requested that ACT collect additional information using Block V on the answer document.

Collecting this specific student information will ensure the results of state assessments are accurately reported for each student, school, and district. If a student tests with accommodations on Day 1, this section must be completed. Authorized school or district personnel must provide information as follows:

- There are seven questions. Responses will be gridded for Questions 3-9.
- Questions 1-2, and 10-15 should all be left blank.
- Mark only one oval for each question. Please respond with information about the accommodations actually used for ACT Day 1 testing.
- This section is required only for students testing with accommodations.

Number	Question	Response
1.	Do not use – Reserved for ACT use with other states	
2.	Do not use – Reserved for ACT use with other states	
3.	Which of the following most accurately describes this student's reason for using test accommodations ?	A. IEP B. Section 504 Plan C. ELL instruction D. Rapid Medical Onset
4.	Under what testing time did this student take the ACT Plus Writing tests?	A. Standard time in single session with standard breaks B. Standard time with stop-the-clock breaks or testing over multiple days C. Extended time - 50% extended time in self-paced single session D. Extended time - 50% extended time over multiple days E. Extended time - More than 50% extended time F. Extended time on Writing test only (standard time for multiple-choice)
5.	Which test booklet format did this student use for the ACT Plus Writing tests?	A. Regular type (10-point) B. Large type (18-point) C. Large type (<u>larger</u> than 18-point) D. Braille/raised line drawings
6.	Which audio, video, or sign language presentation of test items , if any, did this student use for the ACT Plus Writing tests?	A. Audio DVD in English B. Reader's script in English C. Video or audio in English for ELL D. Video or audio in Arabic for ELL E. Video or audio in Spanish for ELL F. Translation of reader's script into student's native language for ELL G. Exact English Signing (EES) of test items H. Signing of test items in any sign language other than EES I. Closed circuit TV J. None of the above

7.	Which accommodated presentation of test directions , if any, did this student use for the ACT Plus Writing tests?	<ul style="list-style-type: none"> A. Student restatement or clarification of test booklet and administration directions B. Test booklet and administration directions in sign language C. All directions read in student's native language for ELL D. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions E. Auditory amplification devices/sound systems F. Closed circuit TV G. None of the above
8.	Which accommodated response mode , if any, did this student use for the ACT Plus Writing tests?	<ul style="list-style-type: none"> A. Oral responses, dictation into tape recorder, or pointing to answers B. Scribe for ACT Writing Test only C. Respond in sign language D. Augmentative communication devices E. Computer for Writing Test with certain functions disabled F. Computer for Writing Test with functions not disabled G. Braillewriter H. Computer with alternative access for alternative response mode I. Speech to text word processor J. Mark answers in test booklet K. None of the above
9.	Which specialized tools , if any, did this student use for the ACT Plus Writing tests?	<ul style="list-style-type: none"> A. Concentration tools or noise buffers B. Bilingual glossary/dictionary C. Dictionary, thesaurus, spelling, grammar book D. Visual, auditory, or physical cues to stay on task E. Magnification devices F. None of the above